



Reform Redesign Report

King, John R. Academic and Performing Arts
Academy

Detroit City School District

Ms. Vivian Hughes-Norde
15850 STRATHMOOR ST
DETROIT, MI 48227-2965

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Introduction

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

John R. King Academic and Performing Arts Academy serves approximately nine hundred students between the grades of Pre-Kindergarten and 8. It is located in a residential neighborhood on the northwest side of Detroit; however, many students are transported to school by bus or parents. There was a drastic decline in student achievement when J.R. King Academy was reconfigured from a Pre-K-6 to a Pre-K-8 school and the location of the school was changed for the 2009-2010 school year. The former J. R. King Academy (Pre-K-6) was merged with and relocated to the former Cerven Middle School (Grades 6-8). There were several factors that contributed to the decline in academic achievement, including: inconsistent student attendance, student behavior problems/suspensions. The school went from a high performing to a low performing status. Additionally overcrowded classrooms caused by neighborhood school closures and sporadic staff attendance were contributing factors to the decline in academic performance. Prior to this school year, teachers who retired, resigned or transferred were replaced by Human Resources without the school having an opportunity to conduct an interview. With the merging of the two distinct communities, the school has focused on increasing the level of parent involvement. The school developed surveys to get feedback from parents regarding support needed and convenient times for parent meetings (LSCO). We also use newsletters to keep parents informed of programs, events and available support available at the school.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The purpose of John R. King Academic and Performing Arts Academy is to provide our students with a first class education that prepares them to compete globally. Programs at John R. King Academic and Performing Arts Academy are evaluated to determine effectiveness by the School Improvement Team. High expectations are articulated to students by the entire learning community.

The school's vision is to be an exemplary school for parents and students in our district and the surrounding areas. We will accomplish this by retaining a well-trained staff and providing a complete offering of academic programming and extra-curricular activities. We will collaborate with parents and the community to provide an enriched educational program, which includes the arts and technology.

Our mission is to successfully educate all students in a clean, safe, orderly, data-driven and student-centered learning environment that prepares students for higher education and the world of work. We believe that:

- *all students can learn

- * learning is enhanced through a properly delivered instructional program

- * it is essential to have the assistance of teachers, parents, support services and students who are engaged in the learning process.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Prior to moving to the new location, John R. King Academic and Performing Arts Academy applied for and received a Skillman Grant and was recognized as a Skillman High Performing School for the 2010-2011 school year. The monetary grant that was awarded allowed us to purchase additional services and materials for our students. The additional services supported our theme of Performing Arts. We were able to hire a music teacher and a dance teacher to work with our students in the after school program.

Many of our students participate in our outstanding Performing Arts Program. Our Angelic Chorale was selected to perform at Carnegie Hall in 2011. We have a state-of-the-art theatre where we host our bi-annual student performances. In 2011, our eighth grade students received 1st place and 3rd place Gold Awards. Additionally, many students received Awards of Excellence. At the end of the 2011-2012 school year, thirty-one of our eighth grade students who applied and tested for examination high schools within the district received notification of acceptance.

Our primary areas for improvement are academic and social/behavioral. Our student performance on standardized tests has plummeted. We are striving to improve achievement by providing interventions for students who are performing below grade level. We are also working to standardize a culture of learning in our school by reducing the number of students who display inappropriate behavior. We are preparing to fully implement the School Wide Positive Behavior Support System to teach/encourage all students to comply with the expectations of the school.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

We are confident that we are on the cusp of restoring our reputation of being a high performing school. Our staff is committed to diligently doing the work required to meet the needs of our students.

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Vivian Hughes-Norde - Principal - vivian.hughes-norde@detroitk12.org

Byron Tims - Assistant Principal - byron.tims@detroitk12.org

LaShawn Sims - Instructional Specialist, Mathematics - lashawn.sims@detroitk12.org

Nicole Samuel - Instructional Specialist, Science - nicole.samuel@detroitk12.org

Susan Olszewski - Instructional Specialist, ELA - susan.olszewski@detroitk12.org

Jennifer Shelton - Wayne RESA School Improvement Facilitator -jennifer.shelton1@yahoo.com

Bevelyn Mitchell - MSU Intervention Specialist - bevelynmitchell@comcast.net

Carl Shazor- Local School Community Organization, Vice Chair Person-cshazor@peoplepc.com

PART B: TEACHING AND LEARNING PRIORITIES

State 2-3 big ideas for your reform/redesign plan that are intended to change teaching and learning in your school. At least one of these should be instructional in nature. (These should come from the data dialogue that initiates your planning efforts.)

The two big ideas that will drive our reform/redesign plan are a Multi-Tiered System of Student Support, and Professional Learning Communities (PLCs.) These two ideas came from data trends from standardized test scores as well as school assessments(i.e., MEAP and DIBELS) showing that many of our students perform below grade level in all subject areas. There is a need to shift our lesson designs to focus on using assessments for learning and re-teaching those students who have not mastered the objective while providing enrichment for those who have met the proficiency target. Professional Learning Communities will give staff an opportunity to collaborate and determine what works for student learning and strategies to employ when students are not responding. Our School Improvement Team read Annual Growth, Catch-Up Growth by Lynn Fielding, Nancy Kerr and Paul Rosier last year and realized that quality instruction could provide annual growth for all children. However, with children who are already behind, sometimes multiple grades behind, we would need to accelerate growth so that they could "catch-up" to their peers. This was the impetus to begin school-wide Tier II interventions for those students furthest from meeting grade-level standards. Further, we have determined that, until students are reading on grade-level, they will struggle in all other subjects-especially Science and Social Studies. Therefore, our interventions will focus on Reading and Mathematics. In his article, "What is a Professional Learning Community," Richard DuFour says that "Big Idea # 1" of Professional Learning Communities is "Ensuring that all students learn." While, he states, this idea has become something of a cliché, when this is backed up by teachers committed to student success and engaged in continuous reflection and learning, this can go from cliché to reality. John R. King Academic and Performing Arts Academy commits to engaging students who are furthest from meeting grade-level standards, as determined through beginning-of year screening testing, in daily Tier II intervention sessions (approx. 25 minutes) in small groups of 5-7 in the content areas of Reading and Mathematics from a teacher or paraprofessional in addition to their regular classroom instruction. Intervention plans, paraprofessional logs and student attendance will serve as evidence that this is occurring.

Working to develop Professional Learning Communities; J. R. King Academic and Performing Arts Academy will begin capacity building and Professional Development in November 2012. Beginning in January 2013, grade level teams and subject area teams will meet for one hour Professional Learning Community meetings twice monthly during the second hour of our weekly two-hour staff meetings. PLC Agendas, sign-in sheets and minutes will serve as evidence of implementation. Meetings will be centered on looking at student data and planning instruction to further student learning.

State what data were used to identify these ideas.

Student data that was used to identify Professional Learning Communities and Multi-Tiered System of Support as Big Ideas for our plan were: MEAP, STAR , DIBELS, attendance and behavior. We also looked at the rate of staff turnover. We chose these areas to guide our school turnaround because, first and foremost, the vast majority of our students are not reading at grade level.

MEAP 2011 data revealed that, on average, 68% of our students did not meet the minimum proficiency requirements in reading.

Of our 3rd grade students, only 33% scored at or above proficiency in reading;

4th grade students showed only 39% at or above proficiency in reading;

5th grade students showed only 35% at or above proficiency in reading;

6th grade students showed only 28% at or above proficiency in reading;

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7th grade students showed only 23% at or above proficiency in reading;

8th grade students showed only 34% at or above proficiency in reading.

This averages to only 32% of our students meeting the proficiency targets for the State of Michigan.

The need for targeted intervention is further supported through analysis of our DIBELS End of Year Scores from 2011-2012. By the end of the year:

69% of Kindergarten had reached Benchmark;

32% of 1st grade students had reached Benchmark;

21% of 2nd grade students had reached Benchmark;

25% of 3rd grade students had reached Benchmark;

38% of 4th grade students had reached Benchmark;

36% of 5th grade students had reached Benchmark.

These percentages indicate that students are lagging behind in attaining basic early literacy skills, without which, students will struggle to independently meet the rigorous demands of the Common Core State Standards. Therefore we feel that it is a dire necessity that we spend a portion of each day addressing these learning gaps so that students will be more equipped to meet the demands during the rest of the day. Additionally, beginning in Fall 2011, we implemented year-long intervention groups with Kindergarten and saw significant gains with these students.

Furthermore, many of our students struggle to complete basic math computation and have limited skills in using higher-order thinking skills to do critical problem solving. MEAP 2011 math data revealed that 98% of our students were either partially proficient or not proficient.

In 3rd grade, only 2% of students scored at or above proficiency;

In 4th grade, only 3% of students scored at or above proficiency;

In 5th grade, 0% of students scored at or above proficiency;

In 6th grade, 1% of students scored at or above proficiency;

In 7th grade, 3% of students scored at or above proficiency;

In 8th grade, 2% of students scored at or above proficiency.

We chose to focus on reading and math for Tier II Interventions because the skills that are learned in these subjects are transferable to all other subjects.

In addition, for the last four years, our school has had an incredibly high rate of teacher turnover. Last year we replaced 47% of the staff, which is on par with the numbers we've encountered over the last 4 years. There are many factors that have contributed to this, most of which are out of the school's control and are district-level staffing concerns. However, we've decided that one way to address this is through the use of Professional Learning Communities. Professional Learning Communities will help us bring a sense of cohesion to our staff and enable teachers to learn from one another for the purpose of student growth.

In the 2009-2010 school year, the first year in the new location, the number of students who missed more than 10 days was 657 and the attendance rate was 68.47%. During the 2010-2011 school year, the number of students who missed more than 10 days increased to 974 and the attendance rate was 76.78%. These rates were retrieved from the mischooldata.org website. The attendance rate for the 2011-2012 school year was 80.16%. Although there was an improvement in attendance, this rate still fell below the 90% requirement of the Michigan Department of Education for schools to make Adequate Yearly Progress. Behavior was identified as an area for improvement as the office received 597 referrals for discipline issues during the 2011-2012 school year.

Staff perception data, as indicated in the AdvancEd Perception Survey showed that a strength of our school was the feeling of collegiality. According to the Advanc-Ed staff perception survey given in October 2012, when asked "what do you like best about your school?" 61% of the staff gave an answer that involved "the staff"; many stated that they appreciated the support of colleagues, others said that they liked the way that staff worked together.

However, this collegiality has not transferred into strong data-driven culture. Our 2011-2012 School Process Rubric 40 (SPR40) showed that we were "Getting Started" at Collaborative Inquiry and that a Data-Driven Culture was only "Partially Implemented." In contrast, the full School Process Rubric 90 (SPR90) completed in February 2009, before the merging of the John R. King Elementary School into the Cerveny

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Middle School building, showed that the old building, with a stable staff, had "Implemented" a Learning-Focused, Data-Driven Culture. Since the proficiency levels on the MEAP were much better in the year before the merger, we are confident that Professional Learning Communities, with a focus on student data, will be the impetus for rapid turnaround.

John R. King Reading Scores - Fall 2008

3rd Grade - 46% Proficient

4th Grade - 42.1% Proficient

5th Grade - 46.8% Proficient

6th Grade- 35.3% Proficient

John R. King Math Scores - Fall 2008

3rd Grade - 14.9%

4th Grade - 24.6%

5th Grade - 28.6%

6th Grade - 23.5%

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Describe how the building principal was replaced or how the existing principal meets the 2 year rule. Please include the leader's name and discuss how the leader meets the criteria for a turnaround principal.

High impact school leaders are one of the most influential levers in improving student achievement. High impact school leaders possess a sophisticated level of knowledge and skill required to successfully improve the work around teaching and learning.

Turnaround/Transformation school leaders, however, must also possess additional core competencies required to effectively address unique issues that are characteristic of persistently failing schools.

That being said, the District will take the following action steps to ensure each Priority Schools are assigned a high-impact turnaround/transformation leader:

The District will conduct individual principal performance reviews to:

- *Assess each principal's performance relative to expected outcomes
- *Provide critical formative and summative feedback to inform each principal's work on how to effectively use resources to improve teaching and learning
- *Determine professional growth needs and required district support
- *Provide insight relative to critical organizational and contextual factors that impact improvements in teaching and learning in each principal's building
- *Promote personal self-reflection and continuous professional learning
- *Determine which principals meet the core requirements of a turnaround/transformation leader

In preparation for each performance conference, principals will be required to prepare to discuss and bring supporting evidence in reference to the requirements listed below:

- *Describe the work that has been done to support improved teacher instructional practice.
- *Describe the work that has been done to improve learning for all students. (ELL, special needs students, etc.)
- *Describe how data and assessment is used in their respective buildings to drive continuous improvement in teaching and learning.
- *Describe how monetary, human, and community resources are maximized to support whole school improvement.
- *Describe how the principal engages parents and community members in efforts to improve student achievement.

In April 2012 Vivian Hughes-Norde' was interviewed by Superintendent Karen Ridgeway to determine if she would lead John R. King Academic and Performing Arts Academy for the 2012-2013 school year. As a Turnaround Leader, Principal Hughes-Norde' presented herself at the interview with the following skill sets; communicating a positive vision, developing a strong governance model, use of data for decision making and effective monitoring of instruction. As a result of this interview, she was approved as principal of John R. King Academic and Performing Arts Academy.

John R. King Academic and Performing Arts Academy moved from the previous location at 16800 Cheyenne to our current location at 15850 Strathmoor for the 2009-2010 school year, adding grades 7 and 8. Principal Hughes-Norde' was able to improve low test scores from 2007-2009 at the former John R. King PK-6 building using the research-based best practice models of Direct Instruction, Team Teaching and the use of data to inform instruction. The members of the staff attended workshops and in-services at the district and state levels as well as all over the country, from Chicago to Arizona. Under the leadership of Principal Hughes-Norde', John R. King Academic and Performing Arts Academy qualified for and received Skillman grants in 2007 and 2010, after MEAP scores increased and student achievement in all areas improved.

John R. King Academic and Performing Arts Academy moved from the previous site to the Cerveny Middle School building in August 2009. Cerveny Middle School had been persistently low performing on standardized tests. It has taken three years for us to see significant

improvement in several areas; such as teacher collaboration and improved student and staff attendance. For the 2012-2013 school year, the

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principal was allowed to choose instructional staff. This was done by a committee led by the principal and Assistant Principal and included Detroit Federation of Teachers representation and Curriculum Support staff.

Below is the resume of Principal Vivian Hughes-Norde:

Vivian Hughes-Norde

15850 Strathmoor

Detroit, MI 48227

(313) 866-9600

Education: Administrative Certificate-State of Michigan, Renewed 2010

Thirty Hours- Post Master's Degree Credits, Educational Administration, 1978

Master of Arts, Educational Administration, University of Michigan, Ann Arbor, 1969

Bachelor of Science, Special Education, Western Michigan University, 1964

Experience: 1987-Present, Principal, Detroit Public Schools

Responsibilities include:

- Managing a staff of 90 employees

- Monitoring instructional progress

- Reviewing data with staff to increase student achievement

- Supporting teaching and learning through the use of technology

1981-1987-Assistant Principal, Detroit Public Schools

Responsibilities included:

- Implementing programs to promote learning

- Using/reviewing data to increase student achievement

- Observing classroom teachers and providing feedback

- Ensuring that curriculum was effectively implemented in all classrooms

1977-1981- Staff Coordinator, Detroit Public Schools

Responsibilities included:

- Designing and implementing Professional Development for staff

- Coordinating all standardized assessments

- Ensuring that curriculum was effectively implemented in all classrooms

1964-1977-Classroom Teacher, Detroit Public Schools

Responsibilities included:

- Motivating and engaging students with special needs

- Modifying curriculum to meet various needs of learners

- Using assessment as a tool for instruction and sharing results with students and parents

Professional Organizations:

- Delta Kappa Gamma Society International

Phi Delta Kappa

National Association of Black School Educators

Michigan Association of Black School Educators

Mrs. Vivian Hughes-Norde is a very active member of the Learning Community at John R. King. She participates on the School Improvement Team and the School Leadership Team. Mrs. Hughes-Norde is involved with the Local School Community Organization and communicates very high expectations for staff and students. Because Mrs. Hughes-Norde has been found to have the qualities of a turnaround leader, the district has opted to waive the two-year rule.

Detail the collaborative (teacher and principal) process used to create a teacher and leadership evaluation plan and explain how the evaluation includes student growth as a significant factor.

Teacher Evaluation is a yearlong opportunity for teachers to develop and refine their teaching practice. Principals in-service teachers on the evaluation process which includes a breakdown of the Detroit Educator Evaluation Process Manual. Each teacher must complete a Professional Learning Plan (PLP) or input documentation into My Portfolio utilizing PD360. Teachers are able to access the teacher evaluation rubric, manual, and all forms via Learning Village. Between September and November, all teachers receive an initial observation conducted by the principal or their designee (DFT members are not able to conduct observations). All administrators participate in inter-rater reliability training and coaching. The observer can use the Observation360 electronic template which will allow them to send their feedback via email and PD360 through the focus tab.

Observers should conduct a post-observation meeting with the teacher to complete the following:

- * Review observation
- * Review teacher's PLP and make recommendations
- * Administrator and teacher sign PLP
- * Provide teacher with evaluation materials: rubric, observation form, etc.
- * Review possible assessments to measure student growth (Teachers should select a minimum of two data sources)

Between November and April, teachers are provided with support and assistance (i.e. PD 360 videos, support of building/district curriculum specialists.) Administrators can recommend struggling teachers for additional support by submitting the Request for Assistance and Support form to their Assistant Superintendent. A formal mid-year observation must be conducted for struggling teachers and new teachers. All teachers are encouraged to continue implementing their PLPs, collecting artifacts and documentation to support each core element. Beginning in April, observers begin conducting end-of-year observations using the End-of-Year Teacher Evaluation form. Administrators must conduct a conference with teachers to determine an element summary score based on the artifacts, data, and documentation collected or provided by the teacher as evidence for each core element. The administrator then completes the annual rating form to determine and record effectiveness label per rating scale, record attendance and discipline information and list contributions and accomplishments for each teacher.

The teacher evaluation uses a rubric that consists of five Core Elements: pedagogical skills, student growth, classroom management, special training and educators responsibilities. Currently 25% of the evaluation is based on demonstrating student growth. In order to evaluate teachers as objectively as possible, Detroit Public Schools will weight appropriate standardized assessments (MEAP, District Quarterly Benchmark Assessments). MEAP scores will be tracked for each student each year and for teachers in MEAP assessed subjects, the district will analyze trends in student scores and assess improvement over previous years. Those teachers whose students consistently improve in standardized assessments will be rated favorably; those teachers whose students consistently do not improve will be rated unfavorably. Throughout the year, teachers should continue to collect artifacts/documentation of professional growth and fine tune their PLPs. Ongoing

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dialogue is expected between the district and teachers to increase transparency of the process.

John R. King collaborated with teachers on the Teacher Evaluation process on November 8, 2011. The Core Elements of the Evaluation process were discussed with all teachers in small group settings in a School-wide Professional Development. This process was discussed with teachers referencing Professional Learning Plans (PLPs). Teachers were asked to give comments. These comments were compiled and forwarded to the district in the form of an email attachment. In March of 2012, the final evaluation tool was made available to principals who then shared it with staff. At subsequent staff meetings, administrators were then charged with discussing the impact of the Teacher Evaluation rating.

Between May 14-18, 2012, staff evaluation conferences and interviews were conducted to determine a preliminary list of staff members who would return to John R. King Academic and Performing Arts Academy for the 2012-2013 school year.

Effective school leaders are also critical to the work required to improve teaching and learning. Developing the capacity of school leaders to support improvements in teaching and learning, requires that principals have access to meaningful professional learning opportunities that are aligned to core competencies that define effective leadership and at the same time, meet each principal's individual learning needs. The creation of a comprehensive principal evaluation system is a core element of leadership professional development and continuous improvement. To that end, in January 2013, the District will begin the work of improving our existing principal evaluation system, in collaboration with a focus group of school principals that is based on a continuous improvement model and shared accountability for student learning and achievement. Please see the assurances at the end for information from Superintendent Ridgeway the Leader Evaluation Tool that is being developed by the district. The evaluation's purpose is to improve the capacity of the principal to improve teaching and learning by:

- * Creating a shared vision of effective leadership
- * Providing meaningful feedback to principals that support the refinement of their work
- * Providing qualitative and quantitative data that drive the design/adjustments of the comprehensive principal professional development plan
- * Creating a system of accountability

Teacher Evaluation Timeline

Sept.-Nov. - Initial Observation & Post Observation Meeting; Creation of PLP

Nov.-Apr. - Struggling Teacher Support Provided

Mid-Year - Evaluation for Struggling/New Teachers

Apr.-May - End-of-Year Observation

May - Teacher/Administrator Conference; Administrator completed annual rating forms and submits to district

Regarding the evaluation tool for the building leader/principal, please see assurance #1.

Specify how the school will identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes.

The school has developed a plan to identify and reward school leaders, teachers and staff who have increased student achievement. To begin, we will look at student data regularly to determine whether students have made progress. The types of data that will be used include STAR Reading and Math scores, DIBELS Progress Monitoring and Benchmark data, District Benchmark Assessments and Grade Level Team created pre and post unit assessments. A committee consisting of a union representative, instructional and non-instructional staff will be created for the purpose of determining the standard for rewarding staff. Staff members who contribute most to student achievement will be eligible for the following rewards:

- * Priority parking on a monthly basis

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- * Attending Professional Development/Conferences
- * Consultant opportunities for in-school Professional Development
- * Highlighted in weekly notes and school newsletters (will also include staff with monthly perfect attendance)
- * State Board Continuing Education Clock Hours for Professional Development attendance

The staff will be given a thorough explanation of this plan by the administrators. Administrators and Instructional Specialists will thoroughly examine data to ensure that appropriate staff members receive rewards. Target scores for students will be shared with the entire staff during staff meeting to ensure that the plan is fair and transparent. Sufficient funding is secure through the school's Title 1 budget.

Beginning in September of 2013, all teachers will be given a copy of the rubric for teacher evaluations so they are aware of administrator's expectations. Teachers will be given feedback following each observation. Additionally, when the 2 formal observations occur, one per semester, teachers will receive recommendations from PD360 to assist in areas that are less than effective. Teachers who have been identified as ineffective will also have the opportunity to improve their practice through Professional Development at the building and district levels and offered opportunities to observe their colleagues' instructional practices, building Instructional Specialists and district level content specialists will also be made available to support and assist teachers based on content needs. Final teacher evaluation conferences will be conducted in the last two weeks of May, with a final upload to PD 360 by the first week in June. Removal of staff will be based on recommendation of the principal with the final decision made by the district after documentation of the process has been evaluated in June of 2014.

Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Staff will be provided with ongoing, high quality, job-embedded professional development that is aligned and designed to ensure that staff can facilitate effective teaching and learning. The School Improvement Team has developed a Professional Development Calendar based on the needs of the teaching staff. Some Professional Development Activities are job-embedded and offer strategies that teachers can implement in their classrooms immediately. Many activities have multiple sessions to increase collaboration and allow for reflection. The school's three (3) Instructional Specialists (i.e., Math, ELA and Science) work with teachers regularly to model effective strategies in the classroom. Evidence of professional development in the classroom will be documented in lesson plans as well as observed during walk-through observations. Student growth as measured by assessment data will provide evidence of professional development being translated into the classroom and will indicate if differentiated measures are successful. Job embedded professional learning will commence in November of 2012 and will be ongoing throughout the implementation of the Transformation Plan. Please see attached Professional Development calendar.

The school's plan for professional learning differentiates for varying needs of school personnel. The School Improvement Team will survey the staff to generate a list of needed Professional Development. Additionally, data revealed that Professional Development was needed in the core content areas. As indicated earlier, Reading and Mathematics scores on the 2011 MEAP showed that 98% of students were not proficient in mathematics and 68% are not proficient in reading. Additionally, 99% of fifth and eighth graders were not proficient in science. Writing scores showed that 84% of fourth graders and 78% of seventh graders did not meet proficiency requirements. All Professional Development sessions are designed with time for collaboration and include activities that promote active learning. The PD plan allows for teachers with different experiences/skills to mentor and support others by building in time during each session for collaboration. John R. King Academic and Performing Arts Academy is developing a PD plan to prepare the staff for Professional Learning Communities. Beginning in November, building Instructional Specialists will provide professional development for staff during staff meetings to bring clarity to expectations of Professional Learning Communities. Staff members will be encouraged to further their professional learning using PD 360.

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With the assistance of the MSU Intervention Specialist, John R. King Academy will use Lipton and Wellman's Collaborative Learning Cycle. Through this cycle, we will use our Professional Learning Communities to identify emerging patterns and trends in data through discourse. This will allow us to identify deficiencies in content attainment. Our goal is to use collaborative inquiry to identify researched best practices to implement in the classroom. Beginning in the fall of 2013, John R. King Academy will use the Regional Assistance Grant to request coaching for staff based on a data analysis of content areas needing support. With the assistance of the MSU Intervention Specialist, John R. King Academy will use Lipton and Wellman's Collaborative Learning Cycle. Through this cycle, we will use our Professional Learning Communities to identify emerging patterns and trends in data through discourse.

This will allow us to identify deficiencies in content attainment. Our goal is to use collaborative inquiry to identify researched best practices to implement in the classroom. At the beginning of the Lipton and Wellman Collaborative Learning Cycle, we will use 1 of our Professional Learning Community Meetings to activate and engage staff members by asking them to make assumptions and predictions regarding data. During the next phase of the cycle, at the next PLC meeting, communities will explore the data and discover trends. The final phase of the cycle will allow teachers to organize and integrate the data with a focus on adjusting instruction. The Lipton and Wellman Collaborative Learning Cycle will allow us to use data in a systematic way to inform instruction leading to increased student achievement. Professional Learning Communities will be used to have regular data dialogues.

Detail how the school will implement strategies, such as increased opportunities for promotion and career growth, and/or flexible working conditions, designed to recruit and retain staff to meet the needs of students in a transformational school.

Our school's plan to recruit staff based on student need is multi-faceted. Based on student assessment data (MEAP, STAR reading and mathematics, DIBELS and Burst), we will add additional intervention staff (School Service Assistants). This year we added a Science Instructional Specialist and a new Attendance Officer. We will continue to analyze available student data to ensure that we are staffing in a way that meets the needs of students. At the end of the 2011-2012 year, we undertook an unprecedented step in interviewing ALL staff, new and returning, to put together the best possible team for the 2012-2013 school year. Interviews were conducted by school administration as well as members of the school reform team using a set of interview questions that were provided by the district and were based on best practices, i.e., use of data to inform instruction, positive classroom management, school-parent partnerships. We will continue to use this interviewing format in the future when considering the addition of staff members to the John R. King team. We will seek teachers who are highly effective in their content areas and who have experience. This information will be verified through resumes, references and accomplishments.

Attention has been given to retaining John R. King staff and to promote professional and career growth. In August 2012, the School Improvement Team met and outlined staff opportunities for promotion and career growth. All staff members are encouraged to participate on one of the school's steering committees, including School Improvement, Response to Intervention, Resource Coordinating Team, Positive Behavior Support and Special Education Task Force; last year 20% of our staff members participated on the School Improvement Team. Members of the School Improvement Team participate in on-going collaborative professional learning; including learning how to work with AdvancED, a national data warehouse system. Every year, each staff member writes a Professional Learning Plan, which lays out their professional goals for the year. We offer extensive after-hours paid professional development for all staff. Some professional development sessions offer State Board Education Clock Hours. District-level professional development information and opportunities are shared via weekly staff notes, staff sign-in board and email. Further, staff members who have a proven record of improving student achievement (i.e., 10% year to year student growth on MEAP) are given opportunities to present Professional Development at the school-level. This 10% year to year growth is how highly effective teachers will be identified. In the future, these teachers will also have the opportunity to visit other schools for focused professional learning. All these opportunities for promotion and career growth will be monitored by the school's administrators between semesters and at the end of each school year.

Placement and course assignments are distributed to staff by looking at area of certification and comfort level with the subject area. Teachers

are able to discuss their placement with administration during evaluation feedback meetings or when they meet to discuss their Professional Learning Plan. Teachers are encouraged to take advantage of webinars as well as join cohorts on PD 360. Professional Development Conferences will be offered to teachers who will benefit from the learning offered. For the 2013-2014 school year, we will implement the use of a "New Teacher Handbook" and we will use our Grade-Level Chair teachers to act as mentors to incoming teachers to the John R. King staff. New teachers will receive further support during Professional Learning Community Meetings and from the building's Instructional Specialists. The district offers extensive, high-quality professional development and a competitive compensation and benefits package to retain effective educators. These practices are currently in place for the 2012-2013 school year and will continue through the implementation of the Transformation Plan.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Specify how the school will use data to identify and implement an instructional program that is research-based and aligned from one grade to the next, as well as with state standards.

Our school's use of Professional Learning Communities will lend itself well to using data to identify and implement research based instructional programs. We will use MEAP, District Benchmark, STAR and DIBELS/BURST data to discuss student progress and to identify learning gaps. We will also monitor student attendance and behavior data to determine which students need additional service/support. In the 2013-2014 school year, we will formalize bi-weekly grade level meetings with a focus on data and intervention/instruction. We have identified that all subjects in middle school and math, science and writing on the elementary level lack assessment tools to monitor student progress. We will work together in Professional Learning Communities to identify or create assessments that can be used by grade-level/subject-area to monitor student progress. We will use these assessments as part of an Instructional Learning Cycle that will begin by planning a unit and determining the main Common Core State Standards/GLCEs that should be learned in the unit. Based on pre-test data, student growth benchmarks will be identified for the unit and unit instruction will take place. At the end of the unit, we will use the Lipton and Wellman Collaborative Learning Cycle to analyze student post-test data. When evaluating whether growth benchmarks are met, we will focus on theories of causation to determine whether the core curriculum was used with fidelity and whether we need to adjust instructional practice or adjust curricular resources. We have several avenues for working to identify research-based curricula and support resources when adjusting instruction to address student need. The same cycle that is used to evaluate our school-wide Tier I instruction will be used to evaluate Tier II Intervention instruction and curriculum. New programs will be approved by the School Improvement Team or Leadership Team prior to beginning. Goals for each new program will be set before beginning new programming and will be monitored within a time agreed upon by staff. At the time of this evaluation, the team will look to see if we are making progress toward the goals of the program, whether the program should be continued or if adjustments are needed. The team will look at barriers to implementation and what institutional adjustments need to be made to support implementation of the program. After a program has been fully accepted by the team, it will be reviewed annually by the School Improvement Team.

The school has aligned instructional programs with state standards and vertically by grade level by using the Common Core State Standards and GLCEs to determine instructional alignment from one grade to the next. The district provides teachers with instructional sequence and pacing guides on the Learning Village website, which is available to all staff at any internet connected computer. These guides are aligned to the Common Core State Standards, where applicable, and the GLCEs for science and social studies. As detailed in the last paragraph, we will be creating or identifying appropriate common assessments to evaluate student progress and identify areas for improvement. This will be done for each curricular unit. We will use the district's preferred model of Direct Interactive Instruction which begins each lesson with an overview of the standards that students will learn in the lesson; this is reviewed at the end of the lesson as well. We will work in our Professional Learning Communities to build an understanding of building-wide vertical alignment so that teachers are aware of what students learn at the grades immediately before and after so that learning can build upon students' prior knowledge.

The research-based program that we have chosen to implement is a Multi-Tiered System of Support. We chose this model because data suggests that our students struggle with basic skills, which hinders their ability to excel on more advanced grade level standards. This is evidenced by our 2011-2012 End of Year DIBELS scores and MEAP 2011 data. Please refer to detailed data in the "Big Ideas" section.

The following roles have been defined to ensure that the academic goals of our plan are met:

Leadership Team

Administrators: Principal and Assistant Principal

Instructional: Instructional Specialists

Reform Redesign Report

King, John R. Academic and Performing Arts Academy

Chair Person: LaShawn Sims

- Administrators communicate vision, mission, and expectations to staff, parents, students, and community
- Administrators and Instructional Specialists plan and provide professional development opportunities to build capacity and ensure that staff is equipped with the necessary skill sets for implementation of Big Ideas and Academic Goals from Redesign Plan/School Improvement Plan
- Administrators monitor activities to ensure that Big Ideas and Academic Goals are implemented in an effective and timely manner
- Administrators will conduct formal and informal observations
- Administrators are responsible for behavior modification management and implementation
- Instructional Specialists are responsible for coordinating district assessments
- Instructional Specialists support and assist with all school improvement initiatives as directed by administrators
- Instructional Specialists will provide resources, assist with planning lessons, model researched best practices for teachers and provide job embedded professional development
- Leadership team will analyze data, dialogue, develop action plans, evaluate the results, and modify and make adjustments when needed

School Improvement Team

Consists of various Grade Level Teachers, Parents, Instructional Specialists and Administrators, Data Team Representatives, Community, WRESA School Improvement Facilitator and MSU Intervention Specialist

Chair Person: Kathy Woods

- The SIT works to create a culture for learning
- The SIT discusses and makes recommendations regarding current programs
- The SIT keeps staff and community informed regarding school policies, programs and procedures
- The SIT reviews and discusses the adoption of potential programs and purchases of resource materials that support instruction
- The SIT ensures that the entire staff is familiar with the information in School Improvement Plan and the Reform/Redesign Plan
- The SIT encourages suggestions and feedback from teachers on classroom related issues, concerns regarding school operating policies and procedures
- The SIT analyzes data and participate in data dialogues to find effective ways to meet the needs of all learners

Data Team

Consists of specific members of the School Leadership Team and School Improvement Team

Chair Person: Nicole Samuel

- The Data Team carefully organizes, examines, and analyzes data to presents findings to Administrators, the Leadership Team, the School Improvement Team, staff, parents, and community
- The Data Team provides data in-services to staff, parents, and community.
- The Data Team assists the staff in developing academic goals, instructional strategies and activities based on results of analysis
- communicate data findings to parents on a quarterly basis
- analyze results of surveys

The Data Team initially reviews and analyzes data. Conclusions are then shared with the Leadership Team to further discuss data and develop strategies for presentation to School Improvement Team and the entire staff. Once data is disseminated to staff, the Lipton and Wellman Collaborative Learning and the Instructional Learning Cycle are implemented in the Professional Learning Community where teams plan and discuss effective methods for increasing student achievement. All members of the PLC (including members of the Leadership, School Improvement and Data Teams) will actively engage in this process.

One area in particular that caused great concern to our Data Team is mathematics. MEAP scores indicated that the vast majority of our students are not proficient in this area. After dialogue among the teams, we have implemented interventions this year with the school's

School Service Assistants who work with small groups of students. School Service Assistants work with Tier 2 students to provide additional support and work closely with classroom teachers.

Describe how the school promotes the continuous use of individual student data (such as formative, interim and summative) to inform and differentiate instruction to meet individual student needs.

Extensive multi-year Professional Development should support teachers in the use data to support instruction. Teachers pull student level assessment data from Data Director and the mCLASS data warehouse. BAA MEAP, MEAP-Access and MI-Access reports are shared each year once the state embargo is lifted. Each spring multiple staff meetings and grade-level/content area meetings are spent analyzing MEAP item analysis reports to determine "Concern GLCEs" and to design lessons to address these needs. Throughout the year, we use classroom assessments to guide instruction. We also use DIBELS benchmark data to determine instructional grouping and progress monitoring data to make adjustments to small group instruction. To better evaluate instruction we will begin the use of Instructional Learning Cycles (ILC) within the Professional Learning Communities. As addressed in Requirement #6, we will begin to use common grade/subject area assessments as pre and post tests for each unit. The Instructional Learning Cycle will allow us to keep a closer eye on whether students are meeting unit objectives and grade level standards. Bi-weekly Professional Learning Communities will focus on student data using Lipton and Wellman's Collaborative Learning Cycle to analyze student data and create differentiated lessons to address the needs of all students. As teachers implement new types of learning in the classrooms, they will be supported by the building's Instructional Specialists and Content Coaches. As part of bi-weekly Professional Learning Communities, teachers will prepare standards-aligned lessons that include differentiated activities for students with different abilities and learning styles. At the first PLC meeting of the Instructional Learning Cycle, Professional Learning Communities will meet to decide on the Common Core State Standards or GLCEs that will be addressed in the unit and will identify the learning objectives and proficiency targets for students on the pre/post assessments. Pre/post tests will be developed during this PLC to administer to students. At the second PLC meeting of the ILC, results of the pre-test will be analyzed and units will be co-planned to build an understanding of the standards through daily lessons. At PLC meetings throughout the Instructional Learning Cycle, PLC's will meet to discuss progress and create lessons that address individual student needs and make adjustments to delivery of instruction to assist in student learning. Special Education teachers will meet with general education Professional Learning Communities so that collaboration can occur about how lessons can be adapted to meet the needs of students with any academic needs. Attention will be given to incorporating strategies and activities that will engage all students with different learning styles and interests. The post-test will be administered at the end of the ILC and the last PLC meeting of the cycle will be devoted to analyzing post-test data.

At John R. King Academy, parent communications are frequent and include useful information about learning activities in the classroom and supports for homework practices. Many of our teachers maintain classroom websites, including classroom assignments, homework, parent communication and videos/multimedia that link to classroom learning. Parents receive the Parent/Student/Teacher Compact at the first Parent Teacher Conference. All teachers send home a course syllabus at the beginning of the year. "Robo-calls" are used to keep parents informed about school projects, including workshops that are held throughout the year to assist parents in strategies to and homework help. Additionally, when a child falls below a "C" in a class, a progress report is sent home indicating the grade and how to improve it. The Parent-Connect online system is available for all parents and gives them access to their child's attendance and grade information.

Teachers effectively employ classroom management practices to keep students engaged and on task. However, this is an area of concern and needs to be improved. We have been using Positive Behavior Support (PBS) as a means of school-wide focus; additional Professional Development is needed for new staff. As part of PBS, we have created a school-wide rubric of student expectations, addressing what is expected of students in different parts of the building. This will be taught by all teachers.

The use of technology is evident in our building, all classrooms have projectors and document cameras. Grades 6-8 use netbooks in all

classes, and they are available for teachers to borrow for use in elementary grades. A classroom set of iPads will be available for use in grades K-8. Teachers seek input to engage student learning with the use of student perception surveys that will provide information about ways to better engage them in the instructional process.

The school data team will use statewide and school level data to inform school policy. John R. King Academic and Performing Arts Academy Instructional Specialists assist teachers in addressing deficient skills. Analysis of student data drives policy on intervention, technology and scheduling students with special needs and support teachers.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year (specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers.

We are making effective use of instructional time by increasing learning time in all core academic subjects by three additional periods per week. This has been done by eliminating two "specials" classes per week and ending the practice of early student dismissal on Fridays. This time allows for additional time in reading, science and social studies. Mathematics instruction has increased by giving all students a "double dose" of daily mathematics. This was accommodated by only scheduling one elective class for middle school students and by adjusting the schedules of elementary school students. In addition to adding core content instructional minutes, our school year will be extended through July 12, 2013, adding approximately 20 additional days of instruction to the school year. Additionally, through the use of unit co-planning during Professional Learning Community meetings, we will provide instruction that maximizes time through engaging, hands-on technology enhanced lessons. Our school-wide schedule limits transition times and at times when students attend specials classes, content vocabulary, reading and problem-solving skills are reinforced. The effective use of this time will be measured by informal and formal walk-throughs and teacher observations and by student growth on standardized assessments.

The Detroit Public School District mandated that each teacher would only receive 2 preparation periods weekly this school year. This allowed for flexible scheduling and an increase in instructional time for all students beginning with the 2012-2013 school year. It is expected that this mandate will continue throughout the implementation of the plan. Measures of Academic Progress (MAP) data will reveal the effectiveness of this initiative. Student scores will be compared to the nationally normed scores to measure growth over the three times per year the assessment is administered.

John R. King has also increased time for enrichment activities for all students. Field trips to reinforce classroom learning are encouraged and funded using Title I funds. Title I funds also support extended day learning/after-school tutoring in Reading and Math. Title I funds are also used to supplement our district-funded Summer School Program. Currently, Summer School only addresses Reading and Mathematics but we will re-design this for summer 2013 to include support for Social Studies and Science.

Student enrichment has been enhanced with the addition of a new class, Project Based Learning, which meets one period every Friday for all students. During Project Based Learning, students engage in enrichment projects that enhance academics but integrate the arts, movement, research and student choice. In addition, after-school enrichment programs are offered to all students, including dance, square dancing, book club, boys and girls basketball and Students with Awareness and Goals (SWAG.) Funding for these programs is provided through various community partnerships and they help to foster an enthusiastic school climate for students, parents, staff and community partners. Enrichment programs undergo the same evaluation process that was described in section 6.

The school has increased the time for collaboration among all teachers. This has been accomplished by lengthening Wednesday staff meetings from one hour to two hours per week. Increased time will allow formal Professional Learning Communities to meet twice monthly, with additional time for Professional Development on the remaining weeks. As indicated in earlier requirements, Professional Learning Communities meetings will be used for collaborative unit/lesson planning, review of student assessment data and curriculum alignment. Participation by Special Education resource room and self-contained classrooms in the general education meetings will enable additional time to review and address the needs of individual student progress, especially for those students who are at-risk.

These practices are in place for the 2012-2013 school year and will continue throughout the implementation of the Transformation Plan.

Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.

The school is implementing multiple strategies to integrate student families into reform efforts. These efforts begin before school starts and are ongoing. Our school will begin the year with a push to increase parental/family and community volunteerism. This will give the parents a purposeful role in the school community and will demonstrate our need for parental involvement. Our Annual Title 1 Meeting in October provides a wealth of information to parents. Our beginning of the year Open House will be the initial meeting between school and families and will focus on sharing academic expectations for the year. In addition to meeting the teachers, we will have family math and science activities in the school gymnasium. A brief introduction to the Common Core State Standards and the state standardized testing will also occur, repeating every 20 minutes throughout the Open House. In addition, staff will present parent enrichment workshops and field trips throughout the year. The purpose of workshops and field trips will be to improve parents' ability to help their children grasp grade level content as well as to provide parenting support. Teachers and the school at-large communicate with parents in various ways, including classroom websites, the school website, classroom newsletters, monthly school newsletters, the school's marquee and via "robo-call." Parents and community members are included on our School Improvement Team and participate in decision-making efforts by sitting on focus groups, engaging in discussions at LSCO meetings and filling out parent surveys. Surveys will help us identify parents' interests and skills; this information is used to plan programs as well as incorporate parents in the day-to-day activities of the school.

The school is implementing multiple strategies to integrate the broader community into reform related activities. Community stakeholders, including school volunteers, enrichment program providers and concerned community members, sit on our School Improvement Team and participate in community surveys. We communicate with community members in a variety of ways including telephone, email and written notes. We are supported in recruiting parent and community volunteers through the efforts of the district Volunteer Reading Corps program, which provides reading tutors for students in grades PK-2.

These strategies will be put in place for the 2012-2013 school year and will continue throughout the implementation of the Transformation Plan. Instructional Specialists will present to parents to help them develop an understanding of student data.

September - Mandatory Parent Meetings, Open House and Family Math Night

October - Annual Title I Parent Meeting, Local School Community Organization (LSCO) Meeting/Parent Workshop (Helping Your Child Prepare for MEAP)

November - LSCO Meeting/Parent Workshop (Understanding the Instructional Learning Cycle)

December - LSCO Meeting/Parent Workshop (Critical Conversations for Learning), Performing Arts Holiday Program

January - LSCO Meeting/Parent Workshop (Scientific Investigations)

February - LSCO Meeting/Parent Workshop (, Performing Arts Black History Month Program, Science Fair and Family Science Night

March - LSCO Meeting/Parent Workshop (Understanding Standardized Test Results)

April - LSCO Meeting/Parent Workshop, Poetry Slam

May - LSCO Meeting/Parent Workshop

June - LSCO Meeting/Parent Workshop

Programs at the school are student-lead. Students take active roles in planning, hosting and presenting at various programs. For example, our Annual Science Fair consists of student, staff, parent and community involvement. Students complete and present Science Fair projects and parents are invited to come to the school on the night of the presentations. This type of program elicits more involvement from parents as parents are inclined to participate when their students are actively involved. Additionally, to increase engagement of the community we invite various community organizations to take active roles in the school programs. For additional support to students at risk, we have involved an outreach mentoring program from the community. This organization works to improve student performance and behavior by providing resources to parents and students.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Describe how the district will provide the school with operational flexibility (staffing, calendars, time, budgeting) to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

The District in collaboration with the Detroit Federation of Teachers negotiated new contractual language allowing for operational flexibility that will support school transformation/turnaround efforts. This operational flexibility includes flexibility with staffing, school calendars, school times, budgeting, professional development activities, and other operational duties that will support the comprehensive approach to substantially increase student achievement and increase graduation rates. Union wavers have not been submitted on behalf of John R. King Academic and Performing Arts Academy.

The District issues a calendar at the beginning of the school year. Schools are then allowed to develop building level calendars to meet their specific needs. School teams develop the Title 1 Budget within the requirements set by the State of Michigan and are allowed to adjust them at least one time during the school year. Beginning with the 2012-2013 school year, principals were given the opportunity to retain and replace instructional staff, provided selected staff met the minimum requirements set by the district. Final staffing decisions are made by the school district, but school leadership has the flexibility of placing staff members where they are needed in the building. Additional staff support can be requested and may be given if it is justified by the number of students. This operational flexibility is given with the expectation that school leadership will make decisions that promote increased student achievement. This flexibility began in 2012 and is projected to continue throughout the implementation of the Transformation Plan.

Describe how the district will ensure that the school receives ongoing, intensive Technical Assistance and related support from the district ISD, Michigan Department of Education, or other designated external partners or organizations.

The District created an Office of School Turnaround in 2012 which includes the following staff:

(2) Assistant Superintendents for Priority Schools - The Assistant Superintendents are responsible for the coordination of all Priority School support (external supports, such as WRESA School Improvement Facilitator and WRESA Coach support, SEA support, partner providers and others), monitoring, and evaluation required to fully implement the selected reform model. In addition, the Assistant Superintendents will be responsible for monitoring the effectiveness of the level and type of support provided by external supports.

Throughout implementation of the plan (2013-2014), the WRESA School Improvement Facilitator and coaches will be responsible for providing on-site professional development and support for principals and teachers around the work required to implement the reform model and change the trajectory of student achievement. Coaches are also responsible for collecting data and evidence that will be shared with the Assistant Superintendents for Priority Schools and the Office of Professional Development to inform the professional development and support program for each school.

Grant Compliance Officer - The Grant Compliance Officer will support the District in determining how to effectively utilize the District set-aside to meet the individual needs of all Priority Schools.

The MI Excel Service Plan completed in Fall 2012 indicated various needs of our school and was completed with the assistance of a School Improvement Facilitator assigned from Wayne County Regional Education Service Association. Additionally, we have received the service of an Intervention Specialist from Michigan State University. In our MI Excel Service Plan for the 2013-2014 school year we will request coaches for content as well as climate and culture based on data presented in this plan. Technical assistance will help all staff understand the components of the plan and requirements for implementation. Additionally, it will help us effectively utilize time allotted for Professional Learning Communities and ensure that the processes of Instructional Learning Cycles are implemented with fidelity.

Assurances Report

Michigan Department of Education Assurances

Priority Assurances

| Assurance | Certified | Comment/Attachment |
|---|-----------|---|
| Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.) | Yes | <u>Attachment:</u> |
| Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.) | Yes | <u>Attachment:</u> |
| Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.) | Yes | <u>Attachment:</u> |
| Our school provides additional time to improve student learning and engagement through enrichment activities for students. | Yes | <u>Attachment:</u> |
| Our school provides time for teachers to collaborate, plan and engage in professional development within and across grades and subjects. | Yes | <u>Attachment:</u> |
| Our school District has a Memorandum of Understanding or Collective Bargaining Agreement with the Local Education Association regarding the measures required to implement the reform/redesign plan. Alternately, Public School Academies without a Local Education Association can provide documentation of board approval of the submitted reform plan. | No | Current language is not available at this time. This will be addressed by the District. |